SAFETY EDUCATION

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

NOVEMBER, 1961

Two Sections • Section One

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page 16

PATROLS

page 20

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SAFETY EDUCATION

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

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CHARTERED BY THE CONGRESS OF THE UNITED STATES

Editorial

Nov. 5-11

As for American education, we're all for it. But how to go about observing American Education Week—frankly, that eludes us. We seriously doubt that anyone needs to be reminded that American education is around; it can hardly be ignored. It's everywhere, every day.

It began early this morning, when a sleepy-eyed accountant stared at a TV blackboard, twisting his tongue around French "r's". And some time around nine o'clock, American education started in earnest. Lowering himself into a seat, a teenager opened his history book, frowned moodily into space—and dared it to interest him. Totally absorbed in it, a college sophomore hotly debated foreign policy around a political science seminar table. The "on" button was pushed to start a model engine. A basketball was tossed onto the gym court. The PTA president banged her gavel.

And right now, it's at work in thousands of classrooms where hundreds of thousands of Johnnies *are* learning to read. And tonight, in some of the same classrooms, it will be hard at work with some of the Johnnies' parents.

It puts in a long day. And it will be putting in long days next week too. So, probably the best way to observe American Education Week is to take a good long look at a week's worth of American education—to criticize it; and maybe, to be a bit proud of it; and certainly, to realize that good education is everyone's personal responsibility. This week. Next week too.

Mail Box

Predicting Holiday Deaths

Cleveland, Ga.—When the National Safety Council and Highway Patrols predict before holidays the expected number of deaths, this seems to be the wrong psychology.

At least you must realize that each year it gets worse. Something is wrong. Why not appeal for a reduction—not an increase?

J. H. Miller

Before five national holidays (Christmas, New Year's, Fourth of July, Memorial Day, and Labor Day) the National Safety Council makes an estimate—not a prediction—of traffic deaths. These figures are part of a nationwide holiday safe driving campaign. The Council recently issued the policy statement on this practice which appears below. Ed.

The National Safety Council works every day of the year to prevent all types of accidents. Because traffic deaths over holiday weekends average 25 per cent higher than over normal weekends, the Council makes a special effort to warn drivers of the increased hazards of holiday driving.

Support and publicity given the Council's holiday campaigns by press, radio and TV provide an opportunity for the Council to influence millions of drivers it could not otherwise reach.

The Council believes its holiday campaigns do reduce traffic accidents during the holiday period.

The Council believes that the benefits of its holiday campaigns carry over to everyday driving and so contribute to fewer accidents throughout the year.

The Council's business is to prevent accidents. Until either the Council or others discover more effective means of reaching and influencing people to drive with care, the Council will continue to make its estimates of holiday deaths and to use the services of media to warn people of the extra hazards of holiday driving.

G. C. Stewart
Executive Vice President, NSC

Photo: Hawaii Visitors Bureau

safety— Hawaiian Style

by Peggy Hickok

APPROPRIATELY enough, a large portion of Hawaiian safety education is underwater.

In this new beach-locked state where swimming is a way of life, the key word for the thousands of island children who participate in the "Learn to Swim" program is not, of course, below the surface, but proficiently *above*.

A cooperative effort of the Hawaiian schools and the Red Cross, in the past two years, this program has taught swimming to nearly 9,000 fifth-grade children from 44 schools. The environment is definitely conducive to study when swimming classes are conducted at such places as the unique salt water Natatorium Memorial pool at Waikiki.

The Red Cross, which furnishes the instructors for the swimming classes, is active in other areas of safety education. Red Cross personnel travel to the schools to give special bike safety lessons, and the organization also maintains a training course for first aid instructors.

However, it is the corps of Junior Police Officers (roughly equivalent to mainland "patrols") that is the cornerstone of Hawaiian safety education. Born in 1922, when nine Honolulu schools introduced 64 Boy Scouts to protect school crossings, the JPO was officially initiated a year later by Honolulu's Sheriff Charles Rose. In 1928, the Police Department took over the training of school youngsters for the JPO program.

Today, on the island of Oahu, where Honolulu, Hawaii's capital, is located, there are 6,200 boys and girls serving as Junior Police Officers, protecting 130,000 youngsters at 482 school crossings. There are still more JPOs on the islands of Kauai, Maui, and Hawaii.

Although most mainland "patrols" do not direct traffic, Hawaii's JPOs actually control motor vehicles and pedestrians with their "Stop" signs. The young officers handle traffic at busy

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Peggy Hickok is an information specialist with the Department of Education, State of Hawaii, Honolulu.

urban intersections, controlling all four sides of traffic with aplomb.

Boys and girls from 10-18 years of age participate in the program which begins in the sixth grade and continues through high school. Elementary school JPOs wear white shirts, navy blue trousers or skirts and navy blue overseas caps. Secondary school officers may be distinguished by their golden colored shirts.

When it rains, children wear yellow raincoats and hats, but often go barefoot in Hawaii's warm "liquid sunshine." Many little brown bare feet may be seen scampering over the pavement of country roads in JPO areas, although the majority of children, especially on Oahu, wear shoes to school today.

Hawaii's Junior Police study military drill as well as traffic safety and serve as a semi-military body, learning leadership training and civic responsibility, as well as guarding children's lives. The young officers take their jobs seriously, and police files hold records of JPOs risking their own lives to bring a child to safety.

Although the Junior Police perform a major function in Hawaiian safety education, much safety material is also integrated into the school curriculum. Programs covering activities from kindergarten through grade 12 are outlined in a special *Health and Safety Education Guide,* that includes such typical island notes as a warning against the hazards of *opihi*—a native shellfish which clings to slippery rocks in treacherous undertow waters. Since recreation is ocean-centered, a good portion of the manual is concerned with water safety, containing information on dangerous sea life, undertows, how to choose a safe beach, and skin diving precautions.

Island children are also admonished to be wary of the glamorous, but poisonous, plants in Hawaii, some of which have fatal poisons, and others that are irritating to the skin and eyes. The aftermath of the war in the Pacific requires that children be taught the importance of correctly reporting the unexploded shells and duds that are found in former military areas.

An industrial safety program is an important part of the curriculum in the five post-high

Photos: Red Cross-Hawaii

Children at Shriners Hospital practice JPO rules by directing traffic through hospital corridors.

Working with a check list, Red Cross instructor explains bicycle safety to elementary students.

technical schools which operate under the jurisdiction of the state department of education. Safety instruction is a part of all classes where students learn operations that may be hazardous in any way.

Shop interiors and equipment are painted in accordance with a specific safety color scheme. And, as for mainland students, pupils at Hawaiian technical schools are required to wear and learn about safety glasses and goggles, hard hats, welding helmets, and safety shoes.

All students enrolled in courses leading to employment in trades are required to take a Red Cross lifesaving qualifying course. State law demands that each business have a minimum number of employees with lifesaving certificates.

Still in its infancy, the Hawaiian driver education program is making rapid progress. At present, about 11 per cent of the schools offer the approved standard course—30 hours of classes, 6 hours of laboratory practice. A few schools offer less complete driver training.

In general, the entire school safety program is being extended and intensified. A good portion of Hawaiian safety education may be underwater, but our very active safety program is definitely not waterlogged●

Photo: Peggy Hickok

Unlike mainland "patrols," Hawaii's JPOs direct traffic at school crossings with "Stop" signs.

The name's the same—"Teaching Johnny to Swim" is an important program of the Hawaiian Red Cross. Here, an instructor gives pre-swimming exercises in rhythmic breathing to a beginning student.

15 Pairs Of Eagle Eyes

THERE'S nothing new or original about inspecting buildings, whether they be public or private. Usually, it's a routine matter.

Our inspection system, in the Stockton, Calif., Unified School District, is unique in that we are getting nearly everybody into the act. We conduct our own inspections, accompanied by professionals in the fields of health, fire protection, electricity, industrial safety, compensation insurance, liability insurance, and general maintenance—not to mention our own school people.

Our school district takes in a considerable amount of territory outside the incorporated limits of the city of Stockton. We have 30 elementary schools, four junior high schools, three senior high schools, a technical high school, a junior college, a child care center, a child development center, and an adult education division—with a total enrollment of more than 30,000 students.

Our giant-size inspection trips are scheduled about every two weeks during the school year, generally on Fridays at 3 p.m. Vacations and special events cut the number of available inspection days considerably, and we find that we usually inspect about 12 schools per year. At this rate, we make the rounds of all the buildings every three years; and we find this satis-

Photos: Norman E. Knabusch

in storerooms

factory. Of course, usual maintenance goes on from day to day, and our Head Custodian makes frequent inspections in connection with the daily custodial routine.

Everyone (see box) from the superintendent of schools to the local PTA president is invited to participate in the inspections. We usually assemble a group of about 15 people. A secretary, who makes a detailed record of all suggestions and criticisms, always accompanies the party.

The inspectors gather at the school principal's office, and he conducts the group through the school. Our only real requirement is that we see the inside of each room, cupboard, compartment or storage space, the attic, the cellar, and, in short, everything—including the playground.

To minimize delay, a custodian unlocks doors ahead of the group. Nevertheless, our biggest problem is to keep the party moving. We find the maintenance superintendent and the fire marshal off by themselves discussing problems; the vocational director and the state compensation representative pair off to trade ideas. Probably, it is best not to hurry them too much, and we only remind them to give all criticisms and suggestions to the secretary.

After the inspection, the secretary transcribes her notes, listing the various suggestions by room or area. Recommendations may number anywhere from 50, for a relatively new school, to more than 100 for the older schools in our district.

We critically evaluate everything, even the teachers' housekeeping. Typical are some suggestions which followed a recent inspection trip. They ranged from trimming the linoleum, to re-wiring the sump pump, to grounding the "Coke" machine. There was even a note to repaint the flagpole.

The secretary's original inspection list is later divided into several categories: accident hazards needing immediate attention, routine maintenance requests, items to be handled by the school principal, items referred to the district maintenance department for recommendation and cost estimate, and work that is desirable, but which cannot be done right away.

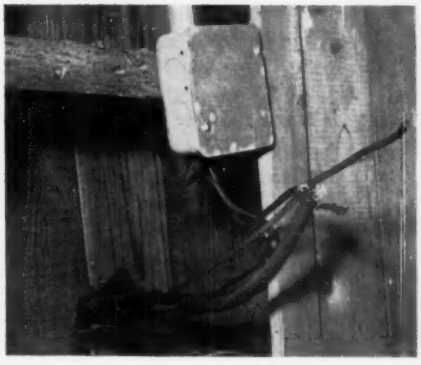
This revamped list is attached to the secretary's report and sent to all those who were invited to participate in the inspection. Where applicable, this list sets in motion the machinery for correction. For instance, the Director of Maintenance proceeds immediately to correct conditions listed as hazardous. The principal, through his custodians, corrects conditions that can be handled locally. In every case, we give priority to items relating to health, fire, and safety. The secretary's list is never changed—it

are Watching

by Thomas H. McCandless

in classrooms

in corners



is always sent out as transcribed.

Periodically, we review the reports to be sure that as many conditions as possible have been corrected. On the first round of these schools, eight years ago, the lists were very lengthy. Because we have many old buildings, we have not progressed as fast as we would like in making recommended changes. However, the fact that we are moving ahead is obvious from the decreasing number of items reported on subsequent inspections.

Even if our inspection trips fail to do all of the things for which they are planned, they have more than paid off in promoting good relations with school principals, the PTA, the Fire Department, the Health Department, the Division of Industrial Safety, and the representatives of our insurance carriers.

And there is another bonus. We are certain that our investigators are doing a very thorough job—those eagle-eyed inspectors don't miss much!●

Thomas McCandless is Assistant Superintendent and Business Manager of the Stockton Unified School District, Stockton, Calif.

Everybody Gets Into the Act

When the Stockton Unified School District is planning an inspection, invitations go out to:

Members of the board of education

Superintendent and Associate Superintendent of Schools

Assistant Business Manager

Directors of—Safety and Civil Defense, Vocational Education, Health and Physical Education, Maintenance and Operations

Supervising Custodian; Head Custodian

Principal of the school inspected

Vice-principal or safety officer of the school inspected.

President of the local PTA

Fire Chief or Fire Marshal

City or County Electrical Inspector

Local representatives — Health District, State Compensation Insurance Fund, liability insurance carrier, State Division of Industrial Safety

Accidents Are Seldom 'Accidental'

THE killer behind a steering wheel could be your own emotion—out of control—says one of America's leading psychiatrists.

Anger, for example, can be murderous or suicidal for a motorist, according to Dr. Karl Menninger, chairman of the Menninger Foundation in Topeka, Kan.

Dr. Menninger, writing in the Winter 1961 issue of *Home & Highway,* published by the Allstate Insurance companies, points out that we tend to avoid responsibility for our accidents.

"Accidents, we say, are caused by fate, by hard luck, by inadvertence or ignorance or carelessness or distraction or alcohol," writes Dr. Menninger.

But if a driver becomes careless, the psychiatrist asks, what factors in him contributed to that costly, careless moment?

The article, entitled "Accidents Are Seldom Accidental," offers this grim answer:

"There is a little murder and a little suicide dwelling in every man's heart. Give him such a powerful weapon as a car, inflame his inhibitions or irritations or frustrations, then add alcohol or fatigue, and the murder or suicide may get committed."

Discussing "accident proneness," which has been a widely used term, Dr. Menninger says:

"Today we would rather say that accident proneness is something that all of us have more or less, and more on one day than another. The question is, what is your accident proneness level today?

"It fluctuates with various factors. Resentments, weariness, fatigue, a series of disappointments. And sometimes these feelings lead to an accident.

"We know that relatively few accidents are wholly accidental. The number of accidents ascribable to pure chance must be well below 15 per cent."

Dr. Menninger concludes: "No healthy-minded person ever says—'It can't happen to me.' He might meet a fool, you know. Or he might even temporarily be one"●

BULLETIN BOARD

Traffic truce

Planned obsolesence has come to safety education. It's become *passe* to teach "to and from school" safety in Willenhall Wood, a small housing development in Coventry, England. The area has been laid out so that every child can get to school without crossing a road. Grass paths and paved walks wind their way between houses, and cars are permitted only in closed courts at the rear of buildings.

Weakest link

In last year's winter-of-the-big-snows, many a car was stuck or abandoned because the driver didn't have a set of tire chains, or couldn't face the battle necessary to apply them. Noting the skid wrecks and chaotic traffic jams that were a partial result, Amos E. Neyhart, driver training authority for the American Automobile Association, has urged that all driver ed students be taught the easiest way to put on a pair of tire chains. Once he knows how, a teenager can apply a set in just six minutes.

Poetic justice

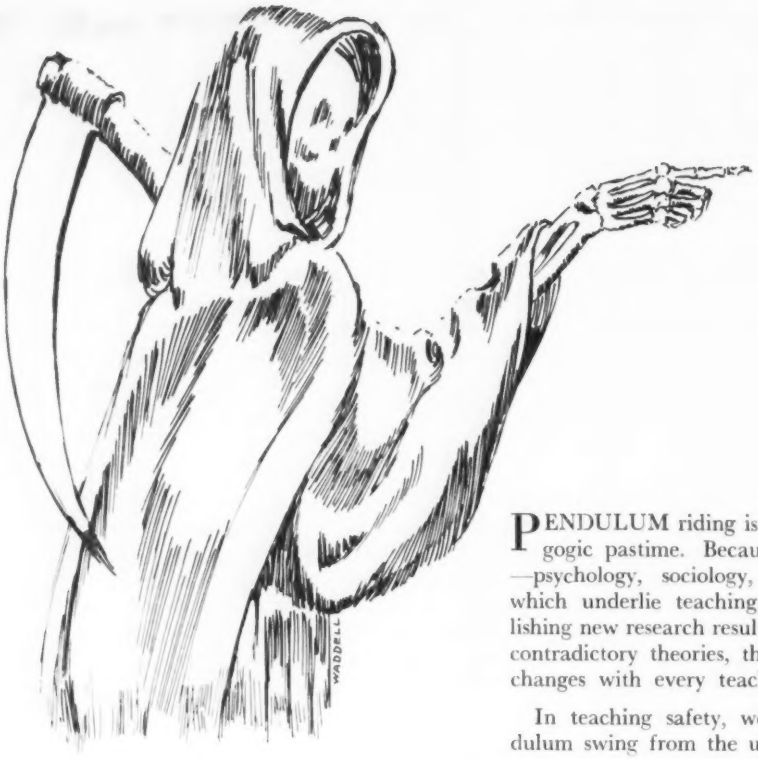
A Virginia state trooper recently arrested a driver for operating with an illegal exhaust system. Name of the offender: Willie Blowe!

"Dear Gabby"

Advice to the lovelorn, that national newspaper pastime with a longer history than Dick Tracy, has seen many a parody of its question-answer format. The latest variation on the theme is one devised by the Future Homemakers of America of Melrose, New Mexico, for a home safety presentation. In a typical problem, "Skinny Minny" writes: "Dear Gabby, When my daughter needed a box desperately, she put her diet pills into an aspirin bottle. When I had a migraine headache, I took them by mistake. Now I'm very thin. By the way, do diet pills help headaches?" Gabby answers: "Dear Skinny, Labeling is a good way to avoid headaches. You could lose more than weight from the wrong medicines."

Come again?

According to a recent report, movie producer Stanley Kramer has given the real story behind his filming of "On the Beach," last year's shocker movie about the destruction of the world through atomic war: "My nine-year-old son is at school in California," he explained. "One day, I received a letter from the school, asking, 'In the event of a nuclear attack, do you want your child left at school, or will you pick him up afterwards?"



THE

PENDULUM riding is now a national pedagogic pastime. Because the young sciences —psychology, sociology, and anthropology— which underlie teaching, are constantly publishing new research results, and new, sometimes contradictory theories, the educational outlook changes with every teaching generation.

In teaching safety, we have seen the pendulum swing from the use of scare techniques

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The scare technique probably was born when the first man had the first accident and proceeded to tell his friends about it.

But since then, it's likely that nothing has ever lent itself so beautifully to the use of the scare technique as does safety education. Under any circumstances, there's something ominous about the phrase "*or else.*" And when the *or else* is serious injury or death from an accident, the technique ought to be particularly effective. But is it?

No one knows for sure. In fact, a recent study seems to prove just the opposite. Researchers found that information learned by the scare technique was more easily un-learned than that learned from a factual presentation.

A few weeks ago, a report on a health and safety conference crossed our desk. The introductory statement commented that safety education was rather backward, because it was still relying on the scare technique.

We checked and found that despite all those words about a "positive approach," the *or else* philosophy—in menacing tones of greater or lesser degree—is still very much in vogue. For example, a children's book of safe practices warns calmly enough against careless running, but the picture accompanying the text shows a little girl in tears, legs bloody from two badly skinned knees —all this in graphic color.

In another book for the kiddies, we read: "Johnny was a show-off with a wheel-off—before he was through!" The illustration with this one shows Johnny on his bicycle, headed at great speed directly for a large tree. The drawing is such that one must mentally add a painful "Ouch."

The worst result of all this is that, turn-about, the children have picked up the scare technique and are using it on us. Last year, we received a child's safety poster with a picture of Jolly St. Nick shaking his finger, Uncle-Sam-Wants-You style, and warning: "Be safe on Christmas. Don't wind up in the morgue."

Perhaps because the older student is more sophisticated, the driver education textbooks use far more subtle scare techniques. Nevertheless, there are many photographs of mangled and wrecked autos. And the "it can happen to you" influence is clearly at work behind the inclusion of a newspaper story headlined "I Killed a Child . . . I was the last to see him alive, and the first to see his lifeless body limply sprawled on the pavement."

There is little doubt that passages such as the above pack far more "kick" than the tamer, positive approach. At least they seem to. And it takes a strong man to resist the temptation to employ them. However, since there is much evidence that scare techniques are not effective—particularly when overworked—an equally appealing way of accentuating the positive must be found.

We asked Dr. Murray Blumenthal, the National Safety Council's Director of Research, for his ideas on the problem. This article details his suggestions. *The Editors*

SCARE technique

by Murray Blumenthal, Ph.D.

to the present emphasis on reason and information. A convincing array of evidence has been assembled against the excessive use of scare propaganda. However, the temptation to use a shock technique often outweighs more rational considerations.

It is apparent, as Stack and Elkow suggest in their *Education for Safe Living*, that safety is a double-edged proposition: it is both safety *from* something (the scare technique), and safety *for* something (the positive approach). They are not mutually exclusive. There is a place, however limited, for the recognition of the realistic consequences of a given act, unpleasant though they may be.

The unrestricted use of scare techniques operates under the theory that "people can be scared into safety." If the dire consequences of unsafe actions are spelled out clearly enough, "don't let it happen to you" will become a way of life. (It is probable that this technique also affords some satisfaction to the person using it.)

However, using the positive approach, safety can be presented as a challenge, as a way of life. It can be integrated into the curriculum and presented so that it may be meaningful to the student. When the foundation and presentation are positive, the attitudes that arise may be equally positive.

Although there is some room for both, the scare technique and the positive approach are at nearly opposite poles. The weight of evidence against the shock treatment indicates the value of teaching safety positively.

One method might be to "Safety Engineer" the environment. A safety engineer does not tack up a series of posters and consider his job done. He is guided, in part, by the principle of *protecting the individual from the consequences of his own actions.*

In safety engineering the school environment, the school safety person must look at the school through the eyes of the safety engineer looking for trouble, and from the point of view of the active, curious, and adventuresome student. A ladder left against a wall is a challenge. An unlocked door to the roof is an invitation. An exposed electric control panel can't be resisted by curious fingers.

The engineer looks at his plant and asks: "What are the possible sources of accidents?" If there is an exposed gear where a fatigued or distracted worker could be hurt—cover the gear. If there is an opening in the floor, will warning signs be enough? No. Cover the opening or build a railing.

Ideally, the students will be brought into the safety check of their surroundings. This will serve the double purpose of increasing awareness of hazards, and of uncovering potential accident agents which an adult is unlikely to anticipate.

In general, safety teaching should emphasize the positive. Even though the long range consequences of not learning arithmetic, reading,

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Dr. Blumenthal is Director of the Research Division of the National Safety Council.

Adapted from the Revere Safety Test-Revere Copper and Brass, Inc.

Cross out the unsafe ways — a series of cartoon panels illustrating safe and unsafe practices in school, at home, driving, or crossing the street, might generate a good deal of class interest.

or writing may be as personally disasterous as violating a safety rule, we generally avoid emphasizing the negative consequences of ignoring the 3Rs, stressing instead the benefits and uses of these accomplishments.

The same general principles apply to safety as apply to teaching any other subject. For instance:

- Relate the material to the students' values and experiences.
- Maximize the active participation of the learner with emotional, motor, and cognitive experiences.
- Keep the learner informed of his progress.
- Reward the desired learning when it occurs.
- Relate the abstract to the concrete, the specific to the general.

These principles can be applied in a number of ways. Let's assume that we are working with a fifth-grade class. We could begin by inviting a safety engineer to visit. After summarizing his talk, identifying both general principles and specific techniques, the students could develop a safety check list and apply it to the school. Broad moral preachments are not appropriate; identify specific accident hazards as well as general principles.

Posters, plays, analyses of accident records, etc., provide further opportunity for meaningful practice in safety principles.

Driver educators could limit the use of the shock technique. Open class discussions of the part emotion plays in driving is better than a series of admonitions. A panel on alcoholism and its effects, or a debate on seat belts, will provide a far more solid background of accident information than any fact sheet or list of "don'ts."

Informing students of the progress they are making is important. A problem type test involving the identification of hazards in a photograph could be used. Or half the class could set up hazards for the other half to identify.

An adaptation of a safety test developed by the Revere Corporation (see cut) might generate a good deal of interest. This test consists of a series of items, each made up of three cartoons showing the same situation. The instructions direct the respondent to cross out the cartoons showing unsafe practices. This type of test serves a learning, as well as an evaluative function.

We are faced with the question, "If not scare techniques, what then?" "Safety Engineering" and a positive approach, combined with commonly used good learning principles, may well be effective alternatives●

Accident Sparks Safe Crossings Drive

by John Horst

AN ACCIDENT can pave the way for safety. While crossing one of the dangerous, heavily trafficked streets in our school neighborhood, a first grader was hit by an automobile.

It was partially her own fault. She was not crossing at the corner or at the recommended traffic light.

Disturbed by the incident, the school safety advisor called together members of her safety committee and the safety patrolmen. Pupils were designated to investigate the accident.

The students interviewed the injured child, several adult witnesses, the child's mother, and the driver of the car involved. In the process, they discovered not only that the child was crossing at an improper place, but also that all crossings within the area—including the one protected by the traffic signal—were extremely dangerous.

To further explore the situation, a map model of the crossings and streets within the school neighborhood was prepared. Streets were drawn in; houses, schools, and other buildings were constructed with cardboard boxes; actual crossing lines were painted in position; and all traffic signs and signals in the area were placed exactly where located. Model cars were put on the map to demonstrate the crossing hazards.

Using their scale model, the safety committee told the story of the accident to the school student council. After pointing out the other crossing hazards, they made some recommendations for action. They suggested that the school teach the younger students to observe traffic signals, and that everyone be taught to recognize the danger of turning automobiles. As a further precaution, they suggested that the school choose and recommend the safest crossings. In addition, the safety committee felt that the city of Baltimore ought to do something to improve the situation.

When he was told of the students' recommendations, Dr. Frank Bennett, Safety Supervisor of the Baltimore Public Schools, decided that the problem was common to many school crossings. He called in the head of the Traffic Division and the Director of Transit for the city, and the school safety committee made their presentation again.

As a result, steps were taken to improve the traffic signal situation near our school, and near others. Laws protecting pedestrians at crossings were to be more rigorously enforced.

Later, the Mayor of Baltimore also became interested in the pedestrian safety problem. His Traffic Safety Committee conducted a city-wide campaign to promote pedestrian safety.

They had made their voices heard, and the children at our school were highly gratified. Through relating their problems and suggestions to the officials, they felt they had indirectly brought their influence to bear on the city as a whole.

By thoroughly investigating one accident, they had helped to prevent many others●

John Horst is Principal, Guilford Elementary School, Baltimore, Md.

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by John W. Gibbons

Simulators: Research

IN TERMS of potential benefits, especially in the field of driver education, "simulation research" is the most exciting new development the traffic safety movement has seen in many years.

A National Conference on Driving Simulation, held early this year in Santa Monica, Calif., and attended by 150 social scientists, engineers, educators and safety experts, even held out hope that eventually a "major breakthrough" might be achieved in the campaign against death and injury on the highway.

Simulation, *per se,* is not a new idea at all. Experimental scientists have been using it for many years. Simulation simply means that the researcher brings into the laboratory, for carefully controlled study, some artificially created aspect of real life outside. This has been going on for years in research labs, at automobile proving grounds, and in military installations.

What makes simulation a revolutionary idea is the application of modern, high-speed electronic computers to research techniques. Today, measurements can be made which both in precision and in number greatly exceed anything heretofore even dreamed of.

In addition, the computer makes possible engineering marvels of simulation. At the Santa Monica conference, for example, responsible scientists described as feasible a fixed-base machine projecting "real life" pictures on a wide-angle television screen in front of a "driver." This "environment" would respond instantly to the driver's own actions. In other words, the visible and audible environment would change as driver responses were "fed back" into the simulator.

The technological progress in this area has been so swift that the best authorities now feel that engineering and science have outstripped educational psychology. It is possible to construct complex research devices which researchers in driver behavior are not yet prepared to use.

The most striking example of this disparity arose at the conference in connection with driver behavior research. Numerous nationally-recognized authorities pointed out that, in a scientific sense, the task of driving is not yet fully understood. It can not be defined precisely enough to permit scientific measurement of its components.

But the new simulation techniques themselves offer hope of getting the answers needed to make possible full use of complex simulators. As part of the Santa Monica Conference, a workshop group explored the opportunities of simulation techniques in the driver field. The group, headed by Burton W. Marsh, of the American Automobile Association, and including numerous well-known leaders in safety education, strongly underscored the potentials for improvement in driving selection and training.

"A possibility in driving simulation techniques of striking import," their report said, "is improved understanding of driver char-

John Gibbons is Director of Public Relations for the Automotive Safety Foundation.

Views of the road ahead appear on the screen, providing a means of testing the "driver's" control of the vehicle and the situation.

Tools

A motion picture provides the "environment" for this student.

acteristics and limitations. Precise knowledge of the complex factors influencing driver behavior would permit the development of more effective methods to improve driver selection and performance."

In the research field, this group told the Conference that driving simulation can be particularly useful in measuring:

- Emotional responses to the driving situation
- Effects of physical and mental disability on driving behavior
- The ability of drivers to cope with unexpected situations
- Effects of distractions within and outside the vehicle
- Effects of variations in the environment—such as traffic control systems and road geometry—on driving behavior
- Relationship of attitudes and habits to driver behavior

This group, like the Conference as a whole, cautioned against trying to do the whole job at once. Simulators can only serve as research tools, and it is quite likely that if a miracle machine were to be constructed this year, (the cost of a highly complex device would approach $5 million) educators and social scientists would not be prepared to utilize it with maximum efficiency.

Driving simulation techniques have received wide attention largely because of the opportunities they present for stepping up and making more effective much-needed experimental research in fundamental phases of traffic safety. Certainly, it can be expected that the tools of the driver educator would be sharpened importantly by basic findings in the field of driver behavior.

Simulators also offer major opportunity for improvement and expansion of driver education. Mass production of simulator trainers, once perfected, could reduce the unit cost of instruction. Beyond that, there is substantial evidence that modern simulation devices might be superior, in some instances, to other methods of instruction.

Marshall Crawshaw, a California driver education consultant, pointed out for example, that the location and environment of a particular school may automatically limit the opportunities available to its students for experience under varying topographic, weather and traffic conditions.

"Not all schools have the many types of driving experience within the distance which may be reached in dual control instruction," he said. "Steep hills, fast traffic, freeways, night driving, wet weather—these conditions involve hazards rarely possible for all students. By means of simulation, however, we can provide *all* of these experiences to *all* students in *all* locations."

And commenting on the need for fundamental research in driver behavior, Dr. James Malfetti, of Columbia University, said: "If driving simulators, together with improved sophistication in analysis of research findings, begin to demonstrate their potential, I feel sure that in our time we might achieve a long-overdue break-through in the reduction of traffic accidents"●

safety education for THE VISUALLY

by Helen Gibbons

IN PLANNING for the safety of the visually impaired child, we begin as we would for all children. We start by recognizing that the stage is set for him by the beliefs and attitudes of the adults responsible for his welfare.

Since children are imitative, they are guided by the examples of safe practice presented by their parents and teachers. Both in the home and at school it is necessary to build safety-conscious attitudes and habits through example, direction, and provision of suitable facilities. Children will learn to live normally not so much by avoiding the hazards of daily life as by gaining mastery over them.

In discussing safety for visually impaired children, the standard educational definition of visual impairment must be broadened to include those children whose vision is limited enough to interfere with moving about in a manner safe to themselves and others. For example, the child with one eye or a somewhat restricted field of vision may not need special education services, but he does need to be aware of certain safety precautions. Knowing the degree of visual impairment and understanding the implication of a visual loss are important aids in planning an effective safety program.

As increasing numbers of visually impaired children are being integrated into the regular school program, all teachers and staff should be alerted to their visual limitations so that they can help them to make the adjustments necessary for active, independent living.

Although the idea of having children with visual impairment in a 'regular' school has sometimes caused consternation, it soon becomes evident that any extension of safety practice on their behalf is equally good practice for all. In considering the requirements for this seemingly

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Helen Gibbons is the Consultant in Education for the National Society for the Prevention of Blindness.

Photos: Chicago Public Schools

HANDICAPPED CHILD

special group of children, the entire safety program can be upgraded.

In the schools, each person who comes in contact with the education of a visually impaired child can contribute to his safety. The administrator, the school nurse, the special teacher, and the classroom teacher, play important roles.

The Administrator

Both superintendents and principals set the patterns for attitudes toward and attention to safety details:

The entire staff should be encouraged to develop attitudes of acceptance toward the children.

Sound and complete safety instruction, which can be integrated into all teaching programs, should be developed.

Facilities should be planned with consideration for the handicap. Rooms should have easily accessible exits, space adequate for freedom of movement, and bright, good quality, lighting, free from glare and shadow. Corridors and stairways should be well lighted with contrasting colors, (such as high-visibility yellow) or contrasting materials at the edges of steps, and with lengthened handrails as additional guides. Playground areas need equipment of safe design, in good repair, spaced sufficiently to avoid crowding.

Accident records must be evaluated with an eye to identifying hazards. They should be examined periodically for strong and weak points in the safety program.

The School Nurse

Alerted to children with vision problems, the nurse can watch carefully over their welfare:

Checks should be made to see that the children return for scheduled visits to the eye specialist.

After discussing with regular teachers the visual limitations of these children, the nurse

Low-visioned student practices typing by copying exercises out of literature book with big print.

may suggest adjustments in the classroom for seating, lighting, and mobility.

The Special Teacher

When a specially prepared teacher responsible for the visually impaired children in the school system is available, he can share concern for their welfare with administrators, nurses, and classroom teachers:

He assists the administrator in interpreting vision problems to the staff.

He studies school facilities for possible hazards, and suggests remedies.

He recommends safe classroom arrangements and advises on safe physical activities in the gymnasium. He assists shop teachers in training the child with poor vision to learn room layout and to become familiar with auditory clues indicating machines in operation.

He should alert teachers to the need of announcing their presence vocally when they enter a room in which a visually impaired child is alone. He may further train classmates to guide visually impaired children when this aid is needed.

He prepares the child by training him to move toward a voice to gain understanding of his surroundings. Particularly important in emergencies, this is also very useful in routine school activities and on field trips.

The Classroom Teacher

When visually impaired children are a part of regular classrooms, teachers will find that only a little forethought is needed to insure their safety:

Careful observation of children in order to assist in identifying those who seem to have visual limitations, is of prime consideration.

A climate of acceptance, which sets the tone for safety, should be established. It is obvious that all of us function more efficiently and comfortably when we feel "at home" and a part of the group. Careful, factual, explanation of visual limitations to the entire class develops understanding and encourages every member of the group to accept and help without being over-protective.

Good housekeeping measures, such as keeping floors free from obstructions, to eliminate the danger of falls, should be practiced. Detailed explanations of room layout, corridors, laboratories, stairs, and exits, help the handicapped child to become skilled in self-protection. It may be necessary occasionally, to assign a specific guide, but other children should be acquainted with the procedure so that any one of them can step in, if necessary, during a fire drill or an emergency.

Guidelines to Home Safety

If the child requires glasses, these should be shatter-resistant lenses in a sturdy, well-fitting frame.

When a child does not see facial expressions clearly, he needs increased vocal direction, warning, and praise.

Guards used to protect youngsters with normal eyesight have added significance for the visually impaired child. As he grows older, these devices should be explained to him and put aside as he gains understanding and learns how to cope with the hazards.

Good housekeeping measures are essential. The visually impaired child should be taught the arrangement of furniture so that he can develop independence of movement. Any rearrangements should be brought to his attention immediately. Connection and cords for lamps and appliances should be out of his pathways.

Careful consideration should be made of all possible hazards. Fire drills, part of good management in all homes, are particularly essential. Good repair of steps, railings, and the use of contrasting paint on stair treads, provide added safety. Because the low-visioned child may be unsteady on his feet, improperly polished floors are strictly to be avoided. Such children also require a greater amount of light that offers the

Student with partial visual handicap reads from a special dictionary printed in very large type.

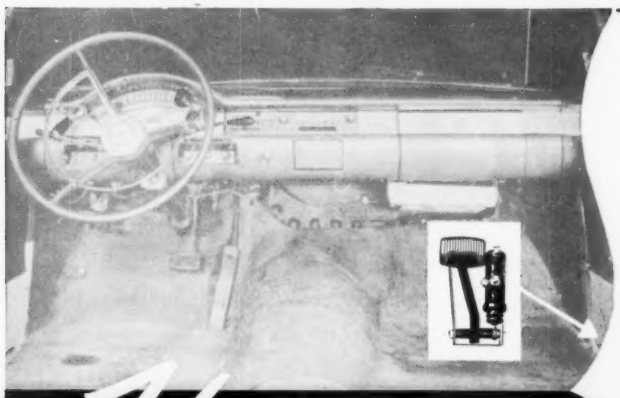
optimum in quality by avoidance of glare and sharp contrast.

In addition to acquainting the child with the home interior, it is important that the child know the grounds and play areas surrounding his home. Much can be made of auditory and, in some cases, olfactory clues. Restrictions on areas away from the immediate home environment must be enforced, but should be supported by careful explanation until the child gains the judgment and competence to cope with problems that they may present.

The effective cooperation of school and home can insure a meaningful and safe environment in which the visually impaired child can develop and learn. However, developing safety responsibilities in children is a long, continuous, and sometimes unsatisfying, task.

For good safety practices in adult years, it is essential that more than a set of "do's and don'ts" be learned. Practices will be built on attitudes developed during childhood. The recognition of rights and responsibilities of ourselves and others—care versus carelessness—is a prime rule●

This article is fourth in a series of special features on safety education for the exceptional child. A joint project of the elementary school section of the NSC and the Council for Exceptional Children, the series is being published in *Exceptional Children* and *Safety Education*.



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PATROLS

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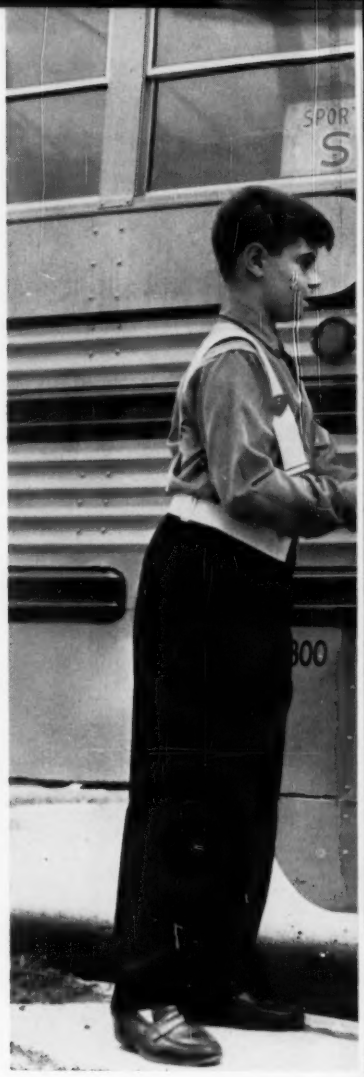
At crossing, *everybody* waits on curb.



When the bus stops, the school b

At busy corners, a police officer is necessary to direct traffic. When it is safe, he signals the patrol member to allow the children to cross.

patrol alights first, and helps children get off safely.

On quiet streets, the patrol member works alone. He waits for a break in traffic, then allows children to go across.

Patrol steps carefully into the street to see around a parked car that blocks view.

In rural areas, school bus patrol and the driver work together to help children cross.

Bringing Dangerous

The question, "Can students be prohibited from bringing potentially dangerous objects to school with them?"

The answers, come from educators at all school levels.

**William H. Bristow, Director,
Bureau of Curriculum Research,
Board of Education,
City of New York.**

PROHIBITED? Yes—you can proscribe anything. Prevented? I don't know, and certainly not everything at all times.

And what are "dangerous objects"? Books? Ross Kettering once had inscribed on a library, "Read here at your own risk." Pencils? They are dangerous when used to punch one in the eye. Dangerous also, when used to write especially free expression. Toys? Prohibited in most schools, although they are a number one interest for children. Guns, switch blades, and brass knuckles? But what about the No. 1 killer of young people, the automobile, or even the bicycle? Potentially both are very dangerous.

But there are other dangerous objects in the classroom. Children, for instance. "Prohibit" some, yes. But there is a better technique. Teach them the rules of living and the love of safety.

And there are other dangerous objects that are brought in by the teacher—bad temper, for instance. Can these be prohibited? No. We can help children to work through any problems which they have, to make a potentially dangerous situation or object into a positive learning●

**Dalibor W. Kralovec, Director,
Division of Safety Education,
Philadelphia Public Schools.**

THE answer to the above question, in my opinion, is "yes." The "yes" is qualified to some degree because there is the occasional youngster upon whom all efforts fail, or the youngster, who, in a moment of extreme passion or anger, does something unforeseen and unseemly.

The problem raised by the question is not uncommon in a large, metropolitan city, particularly in the older, blighted areas with poor economic and social outlook. In large cities, it is primarily the boys who evidence hate, bitterness, hostility, and frustration who seem to be involved. Almost universally, these boys claim to carry dangerous objects and weapons upon their persons for "self-defense." The safety aspects of the problem are especially important since they involve the safety of others as well as self.

One of the key factors in the satisfactory solution of the problem lies in *engineering* the situation so that a minimum amount of difficulty is encountered. I believe it is strategic to lay ground rules for youngsters and parents. Youngsters must be instructed to bring only material needed for school work. Unnecessary items and objects brought to school should not be allowed. Constant alertness and adequate checks are essential. Success depends upon the complete understanding and cooperation of all.

Another key factor in the satisfactory solu-

Objects To School

a forum in print

tion of the problem lies in an adequate program of *education*. The importance of the effort should be made obvious to everyone. It should be incorporated in the school curriculum. Any instrument or object which could cause injury should be disallowed. Parents should be notified of any refractory behavior of their children.

A third factor is that of *enforcement*. When engineering and education fail, enforcement is required. School personnel and parents must apply generally recognized, humane, methods of punishment—always remembering that punishment is planned infliction of an unpleasant experience for the purpose of modifying behavior. If constructive engineering, education, and regular enforcement measures fail, the police may be needed.

Teachers, and parents too, may wish to note the following practical suggestions as aids in solving the problem.

Be alert to maladjusted, problem children who are most likely to carry dangerous weapons.

Pay attention to youngsters in the neighborhood school yards and in vocational and shop classes.

Discover sources of dangerous objects if purchased. Notify the seller of the object first; notify the police if necessary.

Use safety groups, the student council, and community groups, for cooperative attack on the problem.

Avoid mention of specific objects, since these may be too suggestive, just refer to dangerous objects generally.

Contact parents and police as the situation requires●

Dr. Benjamin Willis, Superintendent of Schools, Chicago, Ill.

RECENTLY, the members of the Chicago Board of Education discussed the question of discipline and the inspection of students.

This discussion led to a review of Board of Education policies on discipline. In Chicago, they have been clearly stated. The legal department has been most active in support of the school staff whenever prosecution was needed.

However, in a city as large as Chicago, policy and responsibility of staff can be forgotten or overlooked. At the time of the Board of Education meeting, a new draft of policy and responsibility as it affected every member of the staff was presented by the Superintendent.

The new plan suggested that inspections be conducted in the schools in cooperation with the Youth Bureau of the Chicago Police department. Following this proposal, the staff met with members of the Chicago Police and prepared plans for the inspection of schools.

After a series of conferences, it was agreed that a member of the Chicago Police Youth Bureau, with the elementary principal and a teacher, would visit schools selected at random. The officer would give a short talk in citizenship and the danger of carrying weapons. At the close of his talk, he would request that the students empty their pockets on the desk.

The purpose of these inspections is to rein-

force the work in the school and to create the psychological impact of unannounced visitations by the police officer serving in the area. Schools selected for visitation can be anywhere in the city and the inspections can occur at any time.

On the first experimental visit, the procedure worked very well. Students were impressed with the manner in which inspections were conducted. The youth officer, who is selected for training and background, is constantly working with the schools and brings to the visitation an understanding of the school and its students.

No set of rules for discipline and inspection can be adopted without respect for the community and the children it serves. No school system can adopt a national program and make it work. Consideration of policy must always include evaluation of the schools in relation to their problems.

There is no panacea for discipline problems —there can only be continuous study to discover new and better ways of dealing with it at the local level● *By David J. Heffernan, Assistant Superintendent of Schools, for Dr. Willis.*

Dean Fitzgerald,
Principal,
Mark Twain School,
Tulsa, Okla.

ELEMENTARY pupils can be discouraged from bringing potentially dangerous objects to school by requiring teacher (or principal) approval before toys or out-of-the-ordinary items may be brought to school. Such approval should be granted only when an object may be shared or will provide pleasure for others.

As permission is sought to bring potentially dangerous objects to school, an opportunity is provided to restrain such action and to explain why such objects are not permitted.

The temptation to have and to conceal potentially dangerous weapons within a school locker is less likely to occur if the teacher has been provided with a key or combination for the locks. The pupil realizes that anything potentially dangerous may be confiscated.

Should confiscation of such an object become necessary, return to the owner might be delayed until a parent has been informed and has assumed some responsibility for non-recurrence of its appearance at school.●

Glenn R. Hawkes,
President,
National Association for Nursery Education.

THERE is a strong inclination for the very young child to want to bring something that is his to nursery school. Often such items help him to make a separation from his family and to identify with his school. A favorite woolly toy, a special doll, or a cherished book, may be the tie between home and school which the child preserves. It also may be some non-descript item that he has picked up in the drive or garage, which parents and teachers may not see unless they are alert.

Obviously, a young child's judgment is limited. If he decides that a rusty nail, a broken file, or a discarded book of matches has value, he may slip it into his pocket to take to nursery school.

The teacher has two reasons for discouraging such activities. The first is the safety of the offending child, and of the group of children. The other reason is to help the child in his development of the concept of property rights. A pre-school child first learns what is his; then he is ready to learn what is "yours." It is not easy to share. Not having things from home helps the child to learn how to share the things that belong to the nursery school—which can be classed as "ours."

The effective nursery school teachers works to help the child so that he does not "need" to bring anything from home. He helps the child to develop an understanding of property rights by nurturing the concept of "ours."

In any event, if something must be brought to school to help the child with his adjustment, the teacher makes certain that it is a safe item. Such certainty requires constant observation, firmness, and control. The nursery school teacher works toward making personal control and safety attitudes a part of the child's personality●

The Title Page

Books, pamphlets and films of interest to safety educators

By Lois Zearing
Director, NSC Library

Accidents

"Don't Let Another Child Become A Statistic." *Refrigeration Service and Contracting.* August, 1961. p.44. (Chart showing children's deaths from suffocation in discarded refrigerators, 1946-61.)

Bicycles

The Jaycee Bicycle Safety Workbook. 15pp. U. S. Junior Chamber of Commerce, Box 7, Boulder Park, Tulsa 3, Okla.

Drivers and Driving

Driving Ranges: Multiple Car Plans for Driver Education Courses. April, 1961. 19pp. Traffic Engineering and Safety Department, American Automobile Association, 1712 G Street, N. W., Washington 6, D. C. (No. 3677D)

How to Be A Better Teen-Age Driver. 1961. 15pp. Metropolitan Life Insurance Company, 1 Madison Avenue, New York, N. Y.

Football

"Serious and Fatal Football Injuries Involving the Head and Spinal Cord." Richard C. Schneider and others. *Journal of the American Medical Association.* August 12, 1961. p.362-367.

Recreation

The Outdoor Book. Arline Brauer Brag. 1960. 154pp. Camp Fire Girls, Inc., Supply Division, 450 Avenue of the Americas, New York 11, N. Y., Price: $1.75. (to be reviewed)

Seat Belts (Automobile)

"Seat Belts Are Life Belts." Howard. *Scouting.* July-August, 1961. p.10,11,30.

Traffic

"A Comprehensive Youth Safety Program." Albert McNichols. *Law & Order.* May, 1961. p.50-52.

Police Traffic Supervision. Report of the President's Committee for Traffic Safety. 1960 rev. 1961. 23pp. Superintendent of Documents, Washington 25, D. C. Price: 15 cents.

Public Information. Report of the President's Committee for Traffic Safety. 1960 rev. 1961. 11pp. Superintendent of Documents, Washington 25, D. C. Price: 10 cents.

Traffic Courts. Report of the President's Committee for Traffic Safety. 1960 rev. 1961. 23pp. Superintendent of Documents, Washington 25, D. C. Price: 15 cents.

Traffic Control

"Special Attention to School Safety." Stanley T. Siegel. *The American City.* June, 1961. p.137,139.

Education. Report of the President's Committee for Traffic Safety. 1960 rev. 1961. 18pp. Superintendent of Documents, Washington 25, D. C. Price: 20 cents.

Engineering. Report of the President's Committee for Traffic Safety. 1960 rev. 1961. 79pp. Superintendent of Documents, Washington 25, D. C. Price: 30 cents.

Organized Citizen Support. Report of the President's Committee for Traffic Safety. 1960 rev. 1961. 10pp. Superintendent of Documents, Washington 25, D. C. Price: 10 cents.

Norman E. Borgerson $50 Award for safety education supervisors

The supervisor who writes the best article on a phase of safety education supervision will be awarded a $50 bond out of the Norman E. Borgerson Fund. The winning story will appear in the May, 1961 issue of *Safety Education.*

Competition is open to anyone who has responsibility for safety in his school or school district. Articles may discuss any aspect of the subject.

Judges' selection will be made on the basis of content, form, and contribution to the field. Manuscripts should not exceed 1,000 words and may be submitted any time before December 31, 1961 to: Editor, Safety Education, 425 N. Michigan Ave., Chicago.

Traffic Inventory Surveys Crossing Laws

SIGNS READING "Caution—School Crossing" appear outside nearly every school in America. Who puts them there, and what they mean, was reported in the NSC's 1960 Annual Inventory of Traffic Safety Activities.

While children at crossings are protected nearly everywhere, only 24 states regard school crossings as a matter of state concern. Over half leave regulation to local areas.

Speed limit restrictions vary. Two states allow 25 m.p.h. at crossings; eight have laws setting the maximum at 20 m.p.h.; the legal limit in eight other states is 15 m.p.h. In Mississippi, the established maximum speed is only 10 m.p.h.

Definitions of the "school zone," where the laws apply, are made in terms of time as well as space. Twelve states enforce the special speed laws in the general school area; three states apply limits solely at crosswalks themselves. In 17 states, speed limits are enforced during specific school hours only.

Where provision for school crossing speed limits is not made by state law, it is often recommended that state or local boards of education set preferred maximums●

SAFETY PATROL EQUIPMENT

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SAFETY COUNCIL PATROL UNIVERSAL SAFETY WITH TITLE PATROLMAN OR CAPTAIN per dozen...$6.00

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Red cotton bunting, white lettering, "SAFETY PATROL." Per dozen.....$8.00 Less than dozen.....$1.25 each

Write for Our Safety Patrol Circular

OUR RECORD 61 YEARS

AMERICAN BADGE COMPANY

129 West Hubbard, corner La Salle, Chicago 10, Ill.

University of Illinois Opens Safety Center

A NEW highway traffic safety center was recently established by the University of Illinois College of Engineering, Urbana.

Working on a university-wide basis, the center will coordinate all programs in traffic safety, and will work with outside agencies.

The new agency will work with the university activities in safety teaching and research, provide a channel through which financial support—including that from agencies outside the university—can be made available for such efforts, and facilitate use of resulting traffic safety information.

Activities will also include formal and extension education, research, and information services.

A limited program for 1961-62 will be financed with funds from the university's general reserve.●

Journal of Arkansas Education

"I hope you're a better explainer than you are a placement hitter, Miss Jenny."

safety education
data sheet
no. 14 rev.

Chemicals

1. Most of the common chemicals found in high school laboratories, home chemistry sets, and around the house are not harmful if directions for use are followed, but any of them, if misused, can cause serious injury or death. Therefore, it is essential to understand the possible hazards involved.

Hazards

2. The hazardous effects of chemicals may be classified broadly under four categories: poisoning, burns, skin irritations, and explosions and fires.

3. All chemicals are poisonous if taken internally. (Although some are used medicinally, they should be taken only on a physician's recommendation, and then only in the prescribed dosage.) Poisons can accidentally enter the system by breathing (the vapors and dusts of many chemicals are toxic) and by absorption through the skin. Many organic compounds, such as phenol (carbolic acid) and aniline, and some inorganic ones, are rapidly absorbed through the skin; these cause systemic poisoning. Phenol is also very destructive to tissues.

4. Strong acids and alkalies burn human tissue, and will destroy it if not washed off immediately. Many cases of such burns are on record. Eyesight has also been destroyed by chemicals accidentally splashed into the eye. Common acids highly destructive of human tissue are sulfuric, nitric, and hydrochloric; common highly corrosive alkalies are sodium hydroxide, (caustic soda) potassium hydroxide, and ammonium hydroxide. If any of these acids or alkalies get into the eye, it is imperative that the eye be washed with water *immediately*. Alkalies are much more destructive of eye tissue than acids.

5. When some chemicals come into direct contact with the skin, dermatitis, an inflamation of the skin, may result. The primary irritants are such compounds as acids, alkalies, corrosive salts, and many organic solvents which remove fat from the skin, thereby causing the skin to chap and crack and be susceptible to infection. These will, in sufficient concentration, or after repeated or prolonged contact, cause injury to the skin of almost anyone. Injury may range in degree from mild irritation or reddening of

the skin to severe chemical burns. Specific irritants are those which affect hypersensitive persons who have an idiosyncrasy to certain chemical compounds. In such persons, even a very minute amount may be sufficient to produce a severe skin reaction. To avoid the ill effects of either primary or specific irritants, contact should be prevented. Special tools should be used, and protective clothing and protective creams should be applied.

6. Many chemical mixtures are explosive, even though the individual substances alone are not. Some mixtures not immediately explosive become so after standing a while; for instance, the solution used in silvering glass, a common high school experiment, becomes spontaneously and violently explosive when allowed to stand for several hours. Other mixtures are themselves explosive, such as ether vapors in combination with air.

High School Laboratories

7. Conditions in school laboratories too often fall short of the minimum safety standards of industry. Students must acquire safe attitudes, and safety must be practiced by teachers as well as students. It is an integral part of the scientific approach.

8. The importance of following directions in mixing chemicals or in doing an experiment cannot be overemphasized. Students should be taught to realize the possible dangers of careless mixing and to follow directions implicitly. When an experiment with particularly hazardous possibilities is being performed in class, it is wise for the teacher to supervise students very closely.

9. Another hazard is presented by the glass apparatus used in laboratories. Test tubes, beakers, etc., should be handled carefully to prevent breakage and spillage of the contents, especially when heated. Any cracked or chipped glassware should be repaired or discarded immediately. One accepted method of preventing cuts from broken glass rods and tubing is to wrap the glass in a cloth while inserting it into a stopper or when cutting it into shorter lengths.

10. Students should be provided with proper equipment and taught to use it. For instance, carrying chemicals can be dangerous if the students do not have proper containers. They should also know how to handle the containers and the contents. Large containers should be carried with both hands, and the outside of all containers should be clean and dry. Special carriers with sturdy handles should be provided for carrying acids or corrosive liquids. Special tongs should be provided for handling hot objects.

11. Rubber aprons should, of course, be worn to protect clothing. Goggles should be worn to protect the eyes, and rubber gloves should be provided for use when handling irritating chemicals.

12. Good housekeeping is essential in a chemistry laboratory. Floors must be kept clean and dry to prevent slipping, benches and tables must be scrubbed frequently so that spilled chemicals will not injure either the students or the equipment, and apparatus must be clean and orderly. The possibility of the residue from one experiment being present in apparatus when the next experiment is conducted must be eliminated; the combination of chemicals might prove dangerous. Earthenware refuse jars should be used for disposal of broken apparatus and unwanted chemicals. Dangerous waste chemicals should be destroyed by the teacher, who understands the hazards, and not by janitors or students.

13. Chemicals that give off poisonous vapors or dusts should be handled under exhaust hoods to avoid inhalation. When working with explosive or flammable chemicals, the utmost care must be taken to prevent accidents that might cause explosion or fire. Use of a safety screen between the worker and the materials is recommended. Fire extinguishers approved by the Underwriters' or Factory Mutual laboratories should always be kept in a laboratory and periodically tested, and recharged if necessary, to be sure that they will function properly in an emergency.

14. A chart showing proper treatment for specific injuries should be prominently posted in the laboratory and adequate first-aid equipment should be used until the doctor arrives. In case of chemicals splashed on the skin, wash the skin immediately with large quantities of clear water for at least 15 minutes. If chemicals get into the eye, the eye should be flushed out with clear water. Large quantities of water should be easily available for such emergencies; a deluge show is the preferred method of treatment. All eye cases should be promptly referred to a physician, even if the damage appears to be minimal.

15. No one should be allowed in the laboratory when the instructor is not present, and the

lab should be kept locked at all times when not in use in order to prevent any student or unauthorized person from conducting unsupervised experiments or taking chemicals for outside use.

16. Chemicals should be kept in locked cabinets, and all particularly poisonous or explosive chemicals should, if possible, be kept in a fireproof, locked vault, removed from the school building proper.

Home Chemistry Sets

17. The usual chemistry set for young persons contains comparatively harmless chemicals. The manual accompanying these sets give complete directions for numerous experiments using only the materials provided. As long as a person follows directions closely, no danger is likely. It is a parent's responsibility to aid his child in the proper use of a chemistry set. Although the parent may not possess a chemical background, he can review the safety instructions with his child to make certain that they are clearly understood.

18. Youngsters with explorative minds who want to pursue chemistry beyond the extent of their home sets should be supervised and guided in their experimentation. They should be taught what each substance is, how it reacts to varying temperatures, and to other chemicals, whether it is flammable, etc. Understanding the nature of the chemicals and their potential hazards makes it much less likely that the average child will experiment with unauthorized mixtures.

19. Children should not undertake experiments for which they have no directions, because unexpected hazards may result. They should not be allowed to procure dangerous chemicals, even though they have the directions for using them, nor should they be allowed to conduct experiments in which the combined substances, harmless individually, produce dangerous mixtures. They should not mix quantities larger than those specified in the directions because, while a small amount of a mixture may not be particularly harmful, a large amount of the same mixture may be exceedingly dangerous. The hazard is in direct proportion to the quantity. Good technique calls for using the smallest possible quantity to get the desired results. To illustrate, making gunpowder is a favorite experiment with youngsters, but one which can have hazardous results, especially if large quantities are produced.

20. Habitual care in handling chemicals should be instilled in youngsters, and they must be made to realize fully the possible hazards of not taking all precautions.

Household Chemicals

21. There are a number of dangerous chemicals commonly used in the home. Although these have definite functions, care must be exercised to see that they are not misused or carelessly handled, and they must be kept out of children's reach.

22. Some of the more common potentially dangerous household chemicals are ammonia water, bleaching and dye preparations, lye, preparations for cleaning clogged drain pipes, plant sprays, rat and insect poisons, disinfectants, the chemicals in matches and fireworks, turpentine and paint removers, etc. Most medicines also contain chemicals which may be poisonous if taken in excess. Some of these chemicals are incompatible, and should not be mixed together in any quantity, because toxic and irritating gases may result.

23. One should avoid breathing the vapors of all dry cleaning compounds, paint thinners, etc. Any fire near flammable compounds must be avoided. To prevent skin irritations, avoid bringing the skin in contact with any chemicals that are irritating. Carbon tetrachloride, often used for cleaning, should not be permitted in the house; its lethal properties make it extremely hazardous.

24. Most commercial chemical preparations for household use have directions on their labels for the prescribed antidotes. Every home should be equipped with adequate first-aid supplies, including, of course, antidotes for all poisonous substances kept in the home. Whenever poisoning from any of these chemicals is suspected, the antidote should be administered promptly, and it may be wise to call a physician for further treatment.

Source Materials

25. *Poisons: Their Chemical Identification and Emergency Treatments.* Vincent J. Brooks and Hubert N. Alyea. D. Van Nostrand, New York, N. Y.

26. *The Laboratory Emergency Chart.* Fisher Scientific Co., Pittsburgh, Pa.

27. *Chemical Laboratories.* Safe Practices Pamphlet No. 60. National Safety Council, Chicago, Ill.

A suggested outline for a college course in general safety education.

by Dr. John E. Corbally

Teaching S

UNLIKE Euclidian geometry, the method, approach, and emphasis in teaching college safety education varies widely from school to school. Reasonable uniformity in teacher preparation is essential to a good nationwide program in our elementary and secondary schools.

In an effort to find a common ground, early in March, 1960, a letter, from the College Education Division of the National Safety Council's Higher Education Section, was sent to colleges and universities throughout the country asking them to forward an outline of their basic course in general safety education.

The schools, selected on the basis of their good reputations in the field, and for geographical distribution, were asked to describe their courses in detail. They submitted information on the total credit hours for the course, the total clock hours, number of minutes devoted to each subject area, and the teaching technique and materials used.

Their answers indicate that the courses which teach safety to teachers are far from standard. Of the 44 schools reporting, about 60 per cent offered their course for three hours credit. Clock hours necessary to earn three credits ranged from 30 to 60.

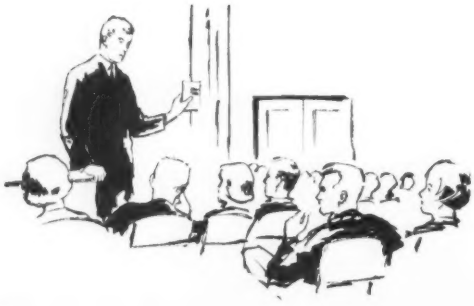
About half the schools supplied information on the time devoted to each major topic. They reported spending more time on introduction than anything else, and the subject areas covered most extensively were school safety, home and farm safety, and traffic safety.

Lectures were found to be the favorite teaching technique, with group method, oral reports, guest speakers, class speakers, and written reports, also popular.

After analysis and evaluation of the information, the representative basic course in general safety education, outlined below, was compiled. The complete report is available from NSC's School and College dept.

Dr. Corbally is a professor of secondary education at the University of Washington, Seattle.

Outline



Introduction

(lecture) *seven hours*

Need for safety education

Nature and scope of the accident picture
- Motor vehicle
- Occupational
- Public, home, farm, recreation

The accident problem—philosophy and principles of prevention

Agencies working in safety education

Safety To Teachers

Home and Farm Safety

(lecture, oral reports) *four hours*

- Home accidents
  - Annual deaths and injuries
  - Falls cause most fatal home accidents
  - Burns, poisons, firearms, rank next in order
  - Causes and related factors
- Farm accidents
  - Machinery and equipment
  - Animals and plant life
  - Insecticides and pesticides
  - Flammables and explosives
- Preventing home and farm accidents
- First aid

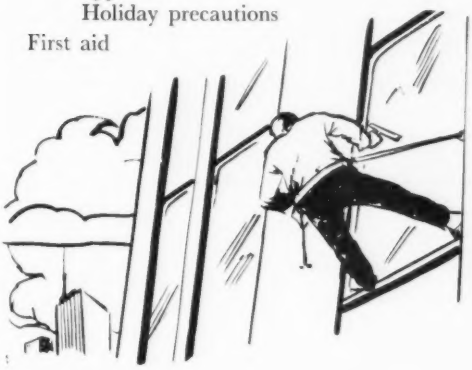
Fire Safety

(lecture, guest speaker) *five hours*

- Nature of fire problem
  - Loss of life; injuries
  - High economic loss
  - Decreased earning power; increased taxes
  - Causes
- Fire prevention
  - Classes of fire; fire extinguishers
  - Learning and understanding
    - Chemistry of combustion
    - Correct use of matches; smoking habits
    - Care of defective and overheated chimneys and flues

Fire Safety (cont'd)

- Spontaneous combustion; housekeeping
- Use and maintenance of electric appliances
- Holiday precautions
- First aid



Occupational Safety

(guest speaker, written reports, trips) *four hours*

- Overview of occupational hazards; trends
- Elements in a complete plant program
  - Machine guards
  - Personal protection
  - Instruction in safe practices
- Home shops
- First aid

Traffic Safety

(guest speaker, class and panel discussions) *eight hours*

- Nature of traffic problem
  - Rural and urban motor vehicle accidents
  - Pedestrian problem
  - Relationship of alcohol
  - Accident factors: age, vision, speed, vehicle defects, weather, etc.
  - Bicycles, motor scooters, go-karts
- Driver education
- First aid

continued

Teaching Safety to Teachers (Outline—cont'd)

Pedestrian Safety

(guest speaker, demonstration) *four hours*

- School child
  - Community-parent responsibility
  - School responsibility for safety education
  - Guiding principles
- Student aids
  - School patrol
  - Safety council
  - School parking problem
- First aid

School Safety

(guest speaker, lecture, group method) *six hours*

- Plant
  - Building and facilities
  - Grounds
  - Inspection and follow-up
- To and from school
  - Pedestrian
  - Vehicular
    - Motor scooter
    - Bicycle
    - Auto
    - Buses
- Student activities
  - Field trips
  - Surveys

Safety in Swimming and Recreation

(lecture, class discussion) *four hours*

- Physical education; interscholastic competition
- Water activities
  - Swimming
  - Boating
  - Skiing
  - Fishing
- Individual sports
- Hunting
- Camping
- Vacation safety
- First aid
- School shops and laboratories
- First aid
- Relation to community program

Legal Responsibility

(lecture, guest speaker, written reports) *four hours*

- Liability
  - Teacher
  - School
- Negligence
- Legal defenses
- Financial protection
  - Insurance
  - School board
- Student insurance
- Workmen's compensation

Disaster Preparedness and Civil Defense

(lecture, panel discussion) *four hours*

- National emergency
- Riots; demonstrations
- Fire
- Natural disasters
- First aid

Evaluation

four hours

- Class participation
- Projects, panel, survey
- Special assignments
- Mid-term examination
- Final examination

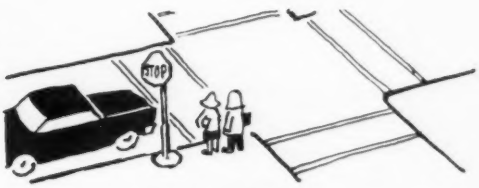
lower elementary

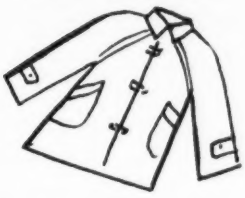
safety lesson

A Rainy Morning

It was a rainy morning.
Mother said, "I'd better drive you to school."
"Oh, let us walk," said the children.
"We can wear our new rain coats and hats."
"I'll carry my umbrella," said Jean.
"All right," said Mother.
"But you must be careful."
"We know what to watch for," said Jack.

What should the children watch for?
Below are some pictures and some sentences that tell what to watch for. Match the pictures with the sentences.





1. Keep your rain hat away from your eyes.
2. Hold your umbrella up.
3. Wait until cars can stop.
4. Wear white when it is dark.
5. Carry a flashlight at dark.

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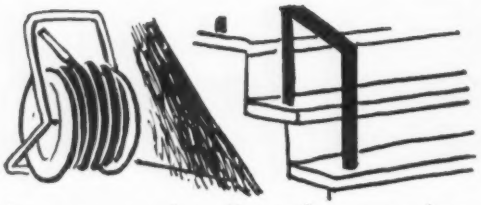
Prepared by James Mann, Associate Professor of Education, Roosevelt University, Chicago, Ill.; past general chairman, Elementary School Section, National Safety Council.

Finding Things



It was a rainy Saturday morning.
The children were playing in the basement.
Jackie called out, "Oh, look!"
"I found a bullet."
"What shall we do with it?"
John said, "Throw it in the trash can."
Ned said, "Put it in the garbage burner."
"Oh, no," said Bill. "That is dangerous."
"It might explode."
"Let's take it to Dad."
"He will take care of it."
Do you ever find things like that?
Do you know when they are dangerous?
Do you know what to do with them?

Here are some dangerous things you might find. See what to do with them.

Dad's Gun

Never play with a gun.
Put it away where small children cannot reach it.

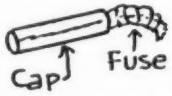
Spray Bombs

These will explode in a fire.
They can rip things apart.
You could be badly hurt.
Give them to an adult; he will get rid of them safely.

Can of Gasoline

Sometimes it says *GASOLINE*
Sometimes the can is *red*
This means *DANGER!*
Do not play with it.

Explosives



Never play with anything that *explodes.*
Take it to an adult.
He will take care of it.
Then you will not get hurt.

Can you remember this? If you find something that looks dangerous, take it to _____.

November 1961

upper elementary

safety lesson

November Hazards

November often brings dark, rainy days.
We may change our ways of getting places.
We may be driven in a car or ride the bus.
We may still want to walk even in the rain.
We may still want to ride our bicycles.
However we travel, we should be prepared for bad weather.
Let us see what this means:

If We Walk:

Wear clothing that doesn't keep us from _____.
At intersections, allow time for cars to _____ on wet pavement.
At dusk or after dark, wear something _____ so we can be seen.

If We Ride Our Bikes:

Don't wear clothing that will get tangled in _____.
Walk our bikes across the _____.
Keep off busy _____.
At dusk or dark, wear something _____ and turn on your _____.
If streets become icy or snowy, _____ your bike home.

If We Ride In A Car:

Don't get excited because of the rain.
Don't dash across the _____ in a hurry to get into the car.
Sit down in the car and be _____.
Don't interfere in any way with the _____ of the car.

If We Ride The Bus:

In bad weather the driver must be especially watchful.
He must watch the traffic and the lights.
We can help by being careful and responsible.
We can help most if we _____ and be _____.

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Prepared by James Mann, Associate Professor of Education, Roosevelt University, Chicago, Ill.; past general chairman, Elementary School Section, National Safety Council.

Finding Things

Do you like to explore?

Do you find things that are unusual?

What might you find as you . . .

Hike in the woods?

Walk down an alley?

Pass a construction job?

Or even just play in your basement?

Children often find such things as these while playing.
They are dangerous if carelessly handled.
Do you know what to do with dangerous objects?
Boys and girls have been hurt and even killed by them.
Here are some safety tips.

Blasting cap or dynamite:

Do not try to open it.
Do not throw it in a trash can.
Leave it where it is; tell an adult about it.

Gasoline, paint thinner, unknown liquid:

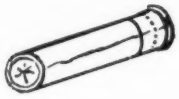
Do not pour it out.
Leave the cap on tightly.
Keep it away from the furnace.

Spray bombs:

Many items now come in pressure bombs.
Under heat they explode with terrific force.
People have been killed by the explosions.
Never throw them into the trash burner, furnace, or any heated place.
Bury them or put them with the trash which will be carried away.

Bullets, shells, etc.:

It is not easy to tell when a shell has been exploded.
Even an empty shell may still have a "live" cap.
Do not try to "detonate" (set off) a shell.
Do not try to open up a shell with a knife.
Take it to an adult.



Guns:

Do not play with a gun.
Do not point it, pull the trigger or try to open it.
Set it out of reach of younger children.
Tell Dad about finding it.
He will lock it away in a cabinet.

junior high school safety lesson

Behavior at Athletic Events

Which Are You?

Directions: Read carefully, then answer the questions that follow.

The visual aid *supplement* above describes a scene that will take place many times during this season of the year. Many people attend football games to enjoy themselves as spectators; some persons attend games *apparently* to make *spectacles* of themselves. Which *role* do you play?

It is only natural to get excited at a football game, to *root* loudly for your team, and to be energetic in many ways. This kind of behavior is not only acceptable, but is *condoned* as being an *integral* part of the *"esprit de corps"* or school spirit. Unfortunately however, some students try to gain recognition by *abandoning* all thoughts of correct behavior and *indulging* in unsafe practices instead. It is bad enough that this kind of student *endangers* his own well being, but added to that is the fact that he endangers the well being of others and spoils much of the game enjoyment for those who wish to view the activity on the field. The next time you attend a game, *analyze* your behavior and determine whether you are a spectator or a spectacle.

Using Contextual Clues

One way to improve your reading skill is to make use of contextual clues. In other words, when you see a new word in your reading, try to figure out the meaning from the context or sense of the sentence.

In the section above, the following words are italicized. See how many you can define *without* using a dictionary. Instead, re-read the article above and figure out the meanings of the words from the sense of the sentences.

1. supplement _____
2. apparently _____
3. spectacles _____
4. role _____
5. root _____
6. condoned _____
7. integral _____
8. *esprit de corps* _____
9. abandoning _____
10. indulging _____
11. endangers _____
12. analyze _____

Now, break up into small groups (five or six to a group) and discuss the meanings of the words as each of you figured them out. After thoroughly discussing the words, look them up in a dictionary and see how many words you correctly defined by using contextual clues. Since some words have several different meanings, make certain that you find the correct meaning for each word as it is used above.

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Prepared by Vincent McGuire, professor, Secondary Education, Department of Education, University of Florida, Gainesville, Florida.

Safety Proposition With Prepositions

In order to learn how to recognize prepositions and how to use prepositional phrases more effectively, write a series of ten prepositional phrases that will describe safe or unsafe practices that you have observed at school athletic contests. Try to arrange your prepositional phrases in sequence so that a story can be gleaned from the series. The series of prepositional phrases below describe a student's attendance at a football game. The series does not emphasize safety, but illustrates the exercise you are asked to accomplish.

1. To the game
2. In the family car
3. Through the city
4. Into the parking area
5. From the car
6. To the field
7. On the fifty-yard line
8. Among my friends
9. Against a strong opponent
10. At the kickoff
11. With plenty of cheering
12. Behind the other team
13. Until the final quarter
14. Around the end
15. For a score
16. At the final whistle
17. To the car
18. Through the streets
19. Within safety rules
20. After the victory parade
21. Into the house
22. To bed

After you have completed your series, each of you should read his prepositional phrases to the class. Have a class recorder keep a tally on the safe and on the unsafe practices noticed by the class indicating the frequency with which such practices are mentioned.

Facta Non Verba

The ancient Romans had a slogan "*Facta Non Verba*" which means "Deeds not Words." Words are important in teaching you about safety and in helping you to communicate safety ideas to others. In the long run however, safety is based on deeds not words. The next time you attend an athletic contest for your school, be sure you act in such a way as to promote safety. As you watch your football team, remember that the players aren't considered "sissies" because they take safety precautions by wearing safety equipment. Why don't you, as a spectator, take safety precautions too?

"Picture" the Dangers

Often, familiarity causes carelessness. There may be many dangerous situations around your school, but because you are so familiar with them you overlook them. A stranger to your school grounds might see many unsafe conditions that you would miss.

Discuss in class the possible danger areas in your building and on your grounds. List the major ones. Then appoint a committee to investigate the areas listed. Photograph the dangers and make a bulletin board display of them. For example, your bleacher seats may be loose, or may be half-rotten in places. Perhaps students at your snack bar sell soft drinks in bottles at games instead of pouring the drinks in cups. If this kind of thing exists, take photographs of the unsafe bleacher seats and of the soft drink bottles lying around the grounds. After making a bulletin board display of such dangers, write a formal request to your student council calling attention to your evidence and asking that the student council to take steps to correct the situation.

Safety Detection

In Russia, a technique for helping to cure people from the alcoholic drinking habit consists of taking pictures of them when they are drunk. Usually a person seeing a picture of himself looking ridiculous, will change his ways. If you are tactful and use safety precautions, you might use the same technique in regard to safety violators. For example, if the visual aid supplement were a photograph that could be shown to the student therein, he might realize how ridiculous he looks and might change his behavior.

If your teacher and principal agree, take pictures of unsafe practices at your next athletic contest. *Do not* post such pictures for all to see. Instead, appoint a safety committee to call in the student involved and show him the picture. Discuss with him the dangers of his actions. Seek his cooperation and aid in eliminating unsafe actions at future athletic events.

November 1961

senior high school

safety lesson

Behavior at Athletic Events

"As Others See Us"

Perhaps Robert Burns had in mind someone similar to the student in the visual aid supplement above, when he wrote:

"Oh wad some power the giftie gie us
To see oursels as others see us!
It wad frae monie a blunder free us,
An' foolish notion."

To A Louse (Stanza 8)

It seems fairly certain that Burns was not acquainted with our modern "slanguage," but the title of his poem might be particularly applicable to the kind of person shown in the picture above. Too often, some people desire recognition so much that they will go to any lengths to gain it. The trouble is that in the process, others may be injured or annoyed—and the recognition gained in such a manner proves very unrewarding.

The problem this lesson analyzes has existed for some time. Although there are no available substantiating statistics, chances are that more people are injured going to, attending, and coming home from athletic events, than are injured in the athletic contests themselves.

In order to analyze the trouble spots let's attack this problem from three general areas—physical, mental, and emotional.

Physical Hazards

During this football and basketball season, most of the physical hazards will be on the field or in the gym. First of all, examine your bleachers. In many cases, wooden bleacher seats may have worked loose and will fly up at one end when weight is put on the other. Also, the boards may have begun to rot. Some of the boards may have started to splinter. There are other aspects to the bleacher problem, but the foregoing will suffice to get you started.

Appoint a class discussion leader and a board recorder. Discuss the various physical hazards that might exist on your school grounds and in your school building. Have the board recorder note the major points. Then appoint several committees to investigate the areas in question. Have the committee findings reported back to the class.

When the findings have been reported, select the five or six most crucial danger spots. Break up into groups and have each select a different danger spot. Write a one-page, two-paragraph composition which includes:

1. A very clear description of the danger
2. A very clear recommendation as to what should be done

Students in the first group can then read their papers aloud, and the others can vote on the best paper. Repeat this process with all groups until the five or

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Prepared by Vincent McGuire, professor, Secondary Education, Department of Education, University of Florida, Gainesville, Florida.

six best papers have been selected. Then ask three volunteers to write a one-page introduction to them. When the three students are finished, have them read their introductions and have the class vote on the best one.

Using the best introduction, attach it to the five or six other "best" papers describing the unsafe conditions with recommendations for alleviating the conditions, and send the completed report to your principal or to your student council.

Mental Hazards

Mental hazards can come under many headings, such as "forgetfulness," "ignorance," "daydreaming." Probably, "forgetfulness" is the most prevalent "mental" cause of accidents. For example, everyone knows that when something is wet with water, it becomes very slippery. Yet, how many times have you seen people *running* up and down bleacher seats that have just been wet by a shower? Despite the fact that everyone knows a football player wears protective clothing to absorb some of the hard blocks and tackles, many people with no protective equipment whatsoever crowd to the sidelines at a football game and are blocked out (and often "blacked out") by players when the ball carrier skirts end for a sideline run.

For tomorrow's class, write a one-page composition on a mental hazard (other than "forgetfulness") describing the hazard and giving an example or two of the accidents that could result from it.

Emotional Hazards

Many accidents occur because of emotional disturbances. This is particularly true in driving. And, it is often the case in driving to an athletic event, when the traffic is heavy and people are very impatient. In order to become more sensitive to these and to other unsafe practices, and in order to improve your sentence structure, rewrite the following:

1. Jim Brown drove recklessly to the football game, and he was president of the senior class.

(Use an appositive to emphasize the first clause and to minimize the second clause)

1A._____

2. Sue and Mary rushed from the gymnasium, and the steps were covered with ice.

(Relate the two independent ideas above by using an adverb clause)

2A._____

3. Tom slipped on the wet bleachers, and he had to be carried home.

(Rewrite the above compound sentence in four different ways.)

3A._____

3B._____

3C._____

3D._____

4. Because [he was mad and didn't make sure that the exit was clear,] Bill almost hit another car.

(Rewrite the above substituting *four* words for the *twelve* words in brackets)

4A._____

5. Before an athletic event takes place, the playing field should be cleared of [soft drink bottles, paper cups, stones, candy wrappings, etc.]

(Rewrite the above substituting *one, two, or three* words for the *nine* words in brackets.)

5A._____

6. [Even though the traffic was dense, the pace slow, the drivers careless, and game time fast approaching,] Elaine drove calmly and carefully.

(Rewrite the above, substituting *three* words for the *nineteen* words in brackets.)

6A._____

Answers: 1A: Jim Brown, senior class president, drove recklessly to the game.

2A: When Sue and Mary rushed from the gymnasium, the steps were covered with ice.

3A: Tom slipped on the wet bleachers, and had to be carried home.

3B: Because he slipped on the wet bleachers, Tom had to be carried home.

3C: Tom had to be carried home after he slipped on the wet bleachers.

3D: Tom, who slipped on the wet bleachers, had to be carried home.

4A: Because of *anger* and *carelessness*, Bill almost hit another car.

5A: Before an athletic event takes place, the playing field should be cleared of *all obstructions*.

6A: *Despite many irritations*, Elaine drove calmly and carefully.

Preview of SE for December

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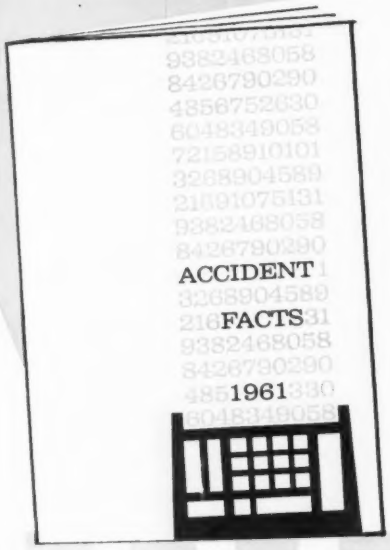

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